

The impact of cultural congruence on the creative thinking of primary school children

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Abstract

© Lomonosov Moscow State University, 2018. Background. There have been many psychological studies, which show what factors enhance creative thinking in childhood, including studies on the impact of intelligence, personality, self-esteem, and other characteristics. But little is known of the impact of cultural congruence on the enhancement of creative thinking in childhood. In that regard, it would be interesting to explore whether cultural congruence influences the enhancement of the creative thinking of primary school students. Objective. This study is aimed at examining the impact of cultural congruence on enhancing the creative thinking of primary school students. Cultural congruence can be described as a personality trait based on compliance with the rules which a society determines appropriate according to age and culture. 303 respondents participated in this study, of which 293 were primary school students aged 8-10 years ($M=9$, $\sigma\pm 0.5$), and 10 were primary school teachers who worked with these children. Results. The results of this study indicate that children's compliance with the rules of age-specific normative situations - i.e. the level of cultural congruence- correlate, albeit negatively, with expressions of creative thinking. Conclusion. The findings in this study provide further evidence of reasons for enhancing creative thinking in childhood, where cultural congruence and its factors defining the preschool child's compliance with the rules in a normative situation influence the enhancement of the creative thinking of primary school students. This paper is aimed at identifying the impact of cultural congruence and its factors on the creative thinking of primary school students. The previously highlighted fact that cultural congruence has an impact on creative thinking of primary school students may be ascribed to various causes. First of all, it is noteworthy that there are no typical invariable rules within the factors making up cultural congruence which would enhance a child's creative thinking. This provision defines the essence of the cultural context and the culturally shaped rules regulating the child's behavior. Thus, the impact of cultural congruence is that it limits creative thinking. This tendency is noticeable in elementary school. The impact of cultural congruence on creative thinking also deals with the fact that socially accepted conventions limit children's spontaneous activity, since the rules impose particular behavioral patterns on them. Therefore, children focus more on imitation than on finding their own solutions. Not coincidentally, cultural congruence had an impact on subtests, which measured creative thinking through non-verbal materials. These materials dealt with the child's ability to find unusual ways to use everyday objects, to forecast different consequences of a hypothetical situation, to make specific objects with a set of shapes, to create new drawings from identical figures, and to find figures hidden in poorly structured images.

Keywords

Behavior, Creative thinking, Cultural congruence, Normative situations, Norms, Primary school student, Rules

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